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A survey reporting data from 75 businessmen, 30 farmers, and over 2,500 high school students in the Scottsbluff and surrounding area and an assessment of the curriculum of Scottsbluff College in terms of the community it is designed to serve. Results of the questionnaire responses and interviews are listed in tables accompanied by explanatory text. The summary of the study emphasizes the need for vocational training programs to meet the needs of the community.

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January, 1962

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Scottsbluff College Community Survey

BY

Dr. Hal E. Hagen

AND

Walter C. Crumbliss

January 1962
Scottsbluff, Nebraska

ACKNOWLEDGMENT

This survey is based primarily on the response to three questionnaires submitted to the employers, farmers, and high school students in the vicinity of Scottsbluff College.The cooperation of those who completed the questionnaires is appreciated.

The survey was financed by a grant from the Lockwood Grader Foundation. I am indebted to them for their assistance which made possible the undertaking of this community survey for the purpose of assessing the curriculum of Scottsbluff College in terms of the needs of the community we serve.

A special debt of gratitude is owed to Dr. Ray Young of the University of Michigan who reviewed the preliminary survey and made many invaluable suggestions.

Hal E. Hagen

SCOTTSBLUFF COLLEGE COMMUNITY SURVEY

Introduction

In the generation ahead, barring war or other national disaster, the Panhandle of Nebraska, like the rest of the state and the nation, can expect to witness a greatly increased demand for admission to the colleges and universities. During this time there will be more young people qualified for post high school academic and technical education than ever before; and more of these young people can be expected to have definite college ambitions.

Six main factors underlie this expected growth in the number of college students. They are:

(1) an increasing number of young people of college age;
(2) an increasing proportion of young people graduating from high school;
(3) an increasing percentage of high school graduates going to to college full-time;
(4) an increasing number of part-time enrollments;
(5) an increasing limitation being placed on the number of out-of-state freshmen admitted to colleges and universities in surrounding states; and
(6) an accelerated increase in the number of occupations requiring more education and training than completion of high school and a rapid decrease in the number of occupations demanding less than two years of post high school education or training.

These six factors are going to play an important role in the future of Scottsbluff College, and it appears that they may be instrumental in an underestimation by many who are predicting conservative gains for Nebraska as a whole. The fact is that going to college is rapidly becoming as important to many individuals, and as necessary for the welfare of our country, as going to high school became during the period between the two world wars.

Attending college is economically possible, too, for a large proportion of our region's youth. If the national economy continues at prosperously high levels in the future and personal incomes remain high, a large proportion of parents can be expected to find ways to send their children to college despite the cost involved. On the other hand, if the economy declines, there may be substantial unemployment among unskilled young adults. The chances are good that many would enroll in college to learn an employable skill for better competing in the labor market.

Assuming that enrollments will continue to increase as all predictions indicate, what will be the role of Scottsbluff College?

In the past, the newness of the junior college and its rapid growth has given rise to a number of questions. Probably the major question confronting Scottsbluff College now and in the future is whether or not it is meeting, or can meet, the educational needs of the community it serves.

Few studies have attempted to answer the question of whether a junior college is meeting community needs and most of the studies undertaken have been limited to a single curriculum area. Therefore, this report represents a comprehensive undertaking in the study of the two-year college program.

In a short period of time, Scottsbluff College has grown from a local service institution with an enrollment of 32 students, to a community college with an enrollment of over 350 students. The majority of the students represent cities and towns in the 16 most western Nebraska counties. The growth in numbers and the corresponding population expansion of the area served by the college is an indication of the need for such an institution of higher education in Western Nebraska.

Scottsbluff College is not a single purpose institution, but attempts to serve in four areas: lower-division work for students who expect to transfer to four-year institutions, technical-terminal programs for those who do not plan to transfer, continuing education programs for adults in both degree and non-degree credit courses, and community service. Its transfer programs are carefully worked out in cooperation with state colleges and universities in Nebraska and the surrounding states, so students experience no transfer credit difficulties than those experienced by students who enter and transfer from one four-year institution to another. Students who transfer to the junior year of a four year university or college succeed as well as students who entered them as freshmen. Therefore, we are not over-concerned with the transfer aspect of our program, except in terms of making improvements indicated by our self-evaluation study preliminary to requesting regional accreditation. The adult education program is the only complete one of its type operated by a junior college in Nebraska, and, from the reception given by the public, it is probably meeting expressed needs of adults residing in the area. Our facilities and faculty are made available for a variety of community activities to serve this area of our operation.

For several years the faculty and administration have been concerned about the small number of technical-terminal programs offered and about whether or not the college offers a curriculum which fully serves the needs of the youth and adults in the area who wish to either upgrade their job skills or to prepare for one of the technical or semi-professional occupations.

The Nature of the Study

The college transfer programs encompass most of the offerings provided during the first two years of a four-year college or university. As a result, it was decided that the approach to determining the need for an expanded program would be through a survey of the many businesses not only in the Scottsbluff Independent Junior College District but also in the surrounding towns from which the majority of our students enroll. A second feature was a survey of the high school students in order to determine present educational and occupational interests and relate them to the college curriculum.

In order to finance a survey, a presentation was made by the Dean of the College Dr. Hal E. Hagen, to the Lockwood Grader Foundation concerning the nature, need, and financial assistance required. The Foundation awarded the college a grant of one thousand five hundred dollars ($1,500) and the survey was undertaken. Dr. Hagen directed the survey and was responsible for the preparation of the final report.

About the time the survey was planned, the State Employment service, in conjunction with the Gering Chamber of Commerce and the Scottsbluff Chamber of Commerce, announced an occupational survey of businesses in the two cities would be undertaken. Representatives from the high schools in each town and from Scottsbluff College submitted questions for inclusion in the questionnaire which was prepared for the survey.

Questionnaires were mailed to all businesses and to professional men in Gering and Scottsbluff and collected prior to the close of the 1958-1959 school year. High school students in both towns assisted in the collection of completed questionnaires.

It was determined that the college needed additional information from many of the businesses not included in the earlier questionnaire survey in terms of the survey objective. A data sheet was developed by Dr. Hagen and Mr. Walter Crumbliss, and Mr. Crumbliss conducted the survey in the following communities: Morrill, Mitchell, Bayard, Bridgeport, Minatare, Gering, and Scottsbluff during the summer of 1959. It was decided that only business firms employing five or more persons would be contacted. Consequently, not all businesses in these communities were surveyed, but a sampling of most types of businesses was taken. The objectives of this survey were:

1. To get first hand information from the employers relative to the educational requirements for their employees.
2. To analyze the present college curriculum to see if it meets the needs to present and future employees of all types of businesses represented in this area.
3. To ascertain if there is a need for additional curriculur offerings, especially in vocational fields.
4. To gather information from employers which might be of value to the college in a general way.

5. To survey farmers in the area to see if they would be interested in vocational courses if offered at Scottsbluff College.
6. To survey the high school students of the surrounding high schools to get their interest reaction to courses now offered and to others which might be offered in the future.

A summary of the information obtained from the questionnaires relative to the college is presented and discussed below in this report. Separate summaries of the questionnaires sent to Gering and Scottsbluff as well as a combined report for both towns are made a part of this report.

Presentation of Information from Businesses

Table I presents the information supplied by Gering and Scottsbluff business men as to the level of educational training necessary for the majority of the workers in their organizations. An examination of Table I reveals that nearly six percent of the business men contacted indicated that only a grade school education was necessary for the majority of their employees. Half of the respondents felt only a high school level of training was necessary. About eleven percent indicated that more educational training than high school would be necessary for the majority of their employees. One-third of those contacted did not for some reason reply to the question. From the data presented it can be determined that, of the business men who did reply to the question, 16 percent indicated more than a high school level of educational training would be necessary for the majority of their employees.

Table I

EDUCATIONAL TRAINING NEEDED FOR MAJORITY OF WORKERS

Level of Education Necessary	Scottsbluff	Gering	Total	
	number	number	number	percent
Grade school only	45	19	64	5.8
High school only	402	157	559	50.4
Junior College	51	16	67	6.0
Four or more years of college	33	15	48	4.3
Nurses training	1		1	.1
Mortuary school	1		1	.1
Beauty school	1		1	.1
No education necessary	1		1	.1
No answer given	320	47	367	33.1
TOTALS	855	254	1109	100.0

Employers in Gering and Scottsbluff were then asked to indicate the college courses which they felt were of most value to the educational training of their employees. A space was provided in which to write the title of any other college course they felt would be of value in the training of their employees. Their responses are summarized in Table II to show the frequency with which different courses were identified. Business courses, including bookkeeping, retail selling, typewriting, and shorthand, were among the ten most frequently mentioned. Communications, includ-

ing English and speech, were also included among the top ten courses as were basic mathematics, including algebra and general mathematics.

Table II

COLLEGE COURSES DEEMED OF VALUE BY EMPLOYERS

College Course	Frequency	College Course	Frequency
Bookkeeping	119	*Agriculture	15
English	104	Physical education	13
General math	103	Psychology	11
*Retail selling	84	*Law	9
Typewriting	73	*Woodworking	9
Speech	71	Dramatics	9
Shorthand	49	Accounting	7
Social Studies	43	*Public relations	6
Chemistry	42	*Homemaking	6
Algebra	41	Economics	6
Foreign language	35	*Insurance	6
Physics	34	*Salesmanship	5
*Trades and industry	32	*Financing	4
Geometry	31	Business machines	4
Journalism	31	*Money and banking	2
Biology	31	Cost accounting	2
Mechanical drawing	29	*Nurses training	2
*Metals	24	*Advertising	2
Driver education	18	*Auditing	2
Welding	16	Sociology	2

*not included in current offerings of the college

The following courses were either checked or written in only once:

Personality courses
Spanish
*Cooking
Fashion
*Ethics
Art
*Philosophy
*Pathology
Anatomy
Bacteriology
*Embalming
*Funeral directing
Agronomy
Entomology
*Plant Pathology
Conversational Spanish
*Gas plumbing and heating
*Ministerial training
Management and supervision
*Meat cutting
*Logic
Radio
Physiology
Blueprint reading
*Mechanics
Electronics
Engineering
*Textiles
*Hotel-restaurant management
*Geology
Composition
Penmanship
Receptionist
*Economy
*Merchandising
Meteorology
Zoology
Business organization
*Cost estimating
*Engraving
*Product knowledge
Trigonometry
Architectural drawing
*Contracting
*Barbering
Dictation

*Interior Decorating
*Contsruction
*Law enforcement
*Medical terminology
Income tax procedure
*Corporation finance
Music
*Horticulture
*Landscaping
*Hydroponics
Office practice
*Horology

Of the forty courses listed in Table II, only fifteen are not currently being offered as courses at the college. Certain phases of seven of these fifteen, however, are included in other regular course offerings. Ten of the fifty-eight courses which were mentioned only once are offered during the regular college year. Some of those mentioned involve more than a single course, approximately thirty are included to various extents in other courses offered, and at least twelve are offered as adult education courses in the evenings. Courses not now being offered in one way or another are indicated by an asterisk.

In the interview survey using the questionnaire developed by the college, Mr. Crumbliss attempted to find out what vocational courses were, or would be, of most benefit to the employees of the seventy-five businesses contacted. The data sheet contained a list of vocational courses, and the employer was asked to indicate which courses he felt would be of most value to his employees. Table III, containing the results of this question, reveals that four of the five most frequently mentioned courses are in the field of business education.

Employers were asked to list any other courses they felt were of importance in the training of their employees. The following courses were listed:

Chemistry
Entomology
Agronomy
Two years typewriting
Two years shorthand
Soils
Estimating materials
Electronics on appliances
Diesel mechanics
Ignition and carburation
Display work
Public relations
Bookkeeping
Feeds and feeding
Agriculture
Spanish
German
Secretarial
Penmanship
How to keep stock records
How to keep a perpetual inventory
Personal finance
Income tax accounting
Operation of heavy equipment
Journalism
Radio announcing

Table III

MOST VALUABLE VOCATIONAL COURSES

Name of Course	Frequency
Salesmanship	48
Welding	36
Accounting	34
Employee supervision	32
Office management	30
Auto mechanics	23
Electricity	21
Sheet metal	21
Drafting	13
Machine lathe	13
Tractor maintenance and repair	10
Carpentry	8
General maintenance of heavy equipment	7
Radio	6
Plumbing	5
Masonry	5
General maintenance of light equipment	5
T.V.	1

Of the seventy-five employers interviewed, thirty-five or 47 percent, said that high school training was adequate for all of their employees, while seventy-four said high school training was adequate for some of their employees. Sixty-eight, or 90 percent, of the employers preferred that some of their employees have some college training. Forty-eight employers, or 64 percent, stated that a general college course was sufficient for their employees while forty-two, or 56 percent, preferred vocational training. It will be noted that these two figures do not total seventy-five because some employers stated that for some of their employees a general college course was sufficient but for others some vocational training would be more suitable.

The amount of college training needed also varied: some employers stated that one year was sufficient for some, while others needed either two or four years. Fifteen, or 20 percent, said one year was adequate for some employees; fifty-five, or 73 percent, said two years was sufficient; and twenty-eight, or 37 percent, said some of their employees were required to be college graduates.

Eighty-nine percent of the employers said they wanted to train their employees on the job. Some stated they did not prefer to train on the job that there was no alternative as it was impossible in many instances to get adequately trained employees. Over half, forty-one of the employers indicated that they had at one time or another contacted the college for employees to work either on a part or full time basis.

Ninety-six percent of the employers felt that it would be of benefit to their businesses if some vocational courses were offered at the college to provide training in the types of jobs they have to offer.

Forty-six, or 61 percent, of the employers indicated that they would be willing to cooperate with the college in providing in-service training

programs, twenty-seven said "no," and two did not commit themselves. Several of those who replied negatively did so because their particular type of business did not lend itself to an in-service training program.

Eight employers indicated they would permit their employees to take courses at Scottsbluff College during working hours if they were offered. while twenty-five said they would permit them to take late afternoon classes. Three employers did not know what their position would be regarding the classes.

Forty-nine employers thought their employees might take regular courses at the college if offered as evening classes. while only five thought their employees might be interested in a short course in the winter or spring. Twelve of the employers made no comment on this question.

Fifteen employers indicated they would be willing to pay the costs of taking such courses in full. twenty-six would pay part of the costs. twenty would not pay any of the cost. and seventeen did not commit themselves. These totals do not correspond to the seventy-five interviewed as some employers stated that they would be willing to pay part of the expenses for some of their employees and all of the costs for others. depending on the type of class and the length of time the employee had been in their employ.

To get further information relative to the demand for certain vocational courses. a double postcard was prepared and mailed to one thousand farmers within the college service area. Nine courses were listed on the card and the farmer was asked to check the courses he or any member of his family would be interested in taking if they were offered at Scottsbluff College. A county directory was used as a source of farmers' names and addresses. and a card was mailed to every other one listed in the directory. provided a rural route address was given. Only thirty cards of the one thousand were returned. This small return would tend to indicate that the farmers of the area are not generally interested in the offerings of vocational courses at the college at this time. Table IV shows the response received concerning each of the listed courses.

Table IV

COURSES OF INTEREST TO FARMERS

Name of Course	Number Interested
Welding	16
Auto mechanics	13
Tractor maintenance	12
Electricity	10
Carpentry	8
Machine lathe	7
Drafting	4
Salesmanship	2
Sheet metal	1

Table V shows the preference of the same thirty respondents with regard to night classes or day time classes. By far the majority would prefer classes offered at night.

Table V

BEST TIME FOR CLASSES

Time	Frequency
Night classes	20
Day time classes	5
No answer	5

Presentation of Information from High School Youth

In addition to the information received from the business men and the farmers, course preferences of high school students in fourteen of the surrounding high schools were sought by using a checklist questionnaire.

A questionnaire, listing eighteen courses or fields of training was prepared, and the superintendents of schools in the following towns were contacted: Lyman, Morrill, Mitchell, Sunflower, Scottsbluff, Gering, Melbeta, McGrew, Bridgeport, Bayard, Minatare, Broadwater, Oshkosh, and Banner County at Harrisburg. Permission was obtained from these superintendents to have someone in each of the schools present the questionnaires to all high school students, grades nine through twelve. Completed questionnaires were received from 2537 students during the 1959-60 school year.

The completed questionnaires were summarized by classes for each school and for all schools by classes. Each student was asked to indicate the courses in which he or she was most interested or to write in any other course not included on the questionnaire. The additional courses written in were also tabulated by schools.

In addition to courses listed in the questionnaire, two Lyman High School students indicated interest in each of the fields of art, law, and mathematics. Courses listed once by Lyman youth were: business manager, waitress, history, medicine, engineering, and beautician.

In Table VI are shown the numbers of students, by grades, of the Lyman High School who indicated an interest in courses listed on the questionnaire. Under the column headed "College Courses Listed," the category "No Answer" was included for those students who did not check any of the courses even though they may have written in others.

Table VI

LYMAN HIGH SCHOOL STUDENT COLLEGE COURSE PREFERENCES

College Courses Listed	Number by Grade in High School				Total	
	9th	10th	11th	12th	No.	Percent
SALESMANSHIP	0	0	3	4	7	
SECRETARIAL	12	5	5	5	29	
ACCOUNTING	4	0	2	8	14	
Total Business					50	22
AUTO MECHANICS	4	5	4	3	16	
TRACTOR MAINTENANCE	3	5	3	1	12	
Total Automotive Technology					28	12
ELECTRONICS	10	2	1	4	17	
DRAFTING	3	0	0	1	4	
ELECTRICITY	7	3	2	2	14	
Total Engineering Technology					35	15
MACHINE LATHE	1	1	1	1	4	
WELDING	7	7	2	3	19	
Total Metals Technology					23	10
CARPENTRY	1	3	2	0	6	
SHEET METAL	2	2	1	0	5	
Total Building Trades					11	5
NURSES TRAINING	2	1	2	3	8	3
RADIO AND T.V. TRADES	5	2	0	6	13	6
SCIENCE	5	3	1	5	14	
MUSIC	4	2	3	4	13	
TEACHING	5	3	5	7	20	
Total Preprofessional					47	20
AGRICULTURE	5	4	4	2	15	7
TOTAL RESPONSE					230	100
NO ANSWER	1	1	2	1	5	

An examination of Table VI reveals that approximately 33 percent of the students at Lyman High School checked courses of a vocational type, while the balance marked courses or course areas covered to some extent in courses already offered at Scottsbluff College.

Table VII shows the number of students in each grade of the Morrill High School who indicated an interest in the courses listed on the questionnaire. An examination of the answers checked shows that 50 percent of the students are interested in the areas considered as college credit course areas including business, engineering technology, preprofessional, and agriculture. Eight percent checked nurses training which is covered in part through the contract the college has with the West Nebraska General Hospital School of Nursing.

Table VII

MORRILL HIGH SCHOOL STUDENT COLLEGE COURSE PREFERENCES

College Courses Listed	Number by Grade in High School 9th	10th	11th	12th	Total No.	Percent
SALESMANSHIP	0	5	1	1	7	
SECRETARIAL	6	11	10	11	38	
ACCOUNTING	0	1	2	5	8	
Total Business					53	15
AUTO MECHANICS	7	14	8	9	38	
TRACTOR MAINTENANCE	5	12	7	5	29	
Total Automotive Technology					67	19
ELECTRONICS	0	8	5	3	16	
DRAFTING	0	3	5	2	10	
ELECTRICITY	0	6	2	3	11	
Total Engineering Technology					37	10
MACHINE LATHE	1	5	3	1	10	
WELDING	4	11	13	5	33	
Total Metals Technology					43	11
CARPENTRY	4	5	4	3	16	
SHEET METAL	4	5	7	1	17	
Total Building Trades					33	9
NURSES TRAINING	5	11	7	4	27	8
RADIO AND T.V. TRADES	0	7	2	3	12	3
SCIENCE	3	9	9	5	26	
MUSIC	2	2	4	3	11	
TEACHING	7	8	12	3	30	
Total Preprofessional					66	18
AGRICULTURE	5	13	5	1	24	7
TOTAL RESPONSE					362	100
NO ANSWER	3	1	2	9	15	

Morrill High School students listed twenty-four courses or vocational areas in addition to those on the questionnaire. The listings and frequency marked are indicated in Table VIII.

Table VIII

COURSE OR VOCATIONAL LISTINGS BY MORRILL STUDENTS

Course or Vocation	Frequency	Course or Vocation	Frequency
Mathematics	5	Commercial Pilot	1
Beautician	3	Art	1
Veterinarian	3	Designer	1
Medicine	2	Detective	1
Ranching	2	Printer	1
Dentistry	2	Business	1
Auctioneer	2	Home Economics	1
Medical Technician	1	Wildlife Management	1
Ranger	1	Photography	1
Engineering	1	Physical Therapy	1
Law	1	Laboratory Technician	1
Geology	1	Civil Engineer	1

Although they did not write in as many different areas as did the students from Morrill, the Mitchell High School students listed a number of courses similar to those mentioned by those in the other schools reporting. The write-in areas from Mitchell High School are presented in Table IX.

Table IX
COURSE OR VOCATIONAL LISTINGS BY MITCHELL STUDENTS

Course or Vocation	Frequency	Course or Vocation	Frequency
Mathematics	8	Geology	1
Home Economics	6	Law Enforcement	1
Beautician	4	Stewardess	1
Art	2	Plumber	1
Veterinarian	2	Coach	1
Physical Education	2	Druggist	1
Barber	1	Business	1
Aviator	1	Jet Mechanic	1
Agricultural Engineer	1	Social Worker	1
Diesel Mechanic	1		

Table X is a tabulation of the responses of the Mitchell High School students on the questionnaire. It appears that these students are principally college oriented as over 70 percent checked course areas in credit course offerings. Thirty percent checked the preprofessional course areas.

Table X
MITCHELL HIGH SCHOOL STUDENT COLLEGE COURSE PREFERENCES

	Number by Grade in High School				Total	
College Courses Listed	9th	10th	11th	12th	No.	Percent
SALESMANSHIP	3	3	3	2	11	
SECRETARIAL	12	6	17	17	52	
ACCOUNTING	6	7	5	13	25	
Total Business					88	16
AUTO MECHANICS	21	12	19	7	59	
TRACTOR MAINTENANCE	8	5	9	7	29	
Total Automotive Technology					88	16
ELECTRONICS	4	9	8	5	26	
DRAFTING	4	3	5	2	14	
ELECTRICITY	3	5	7	4	19	
Total Engineering Technology					59	10
MACHINE LATHE	3	2	1	3	9	
WELDING	10	8	12	7	37	
Total Metals Technology					46	8
CARPENTRY	1	4	10	3	18	
SHEET METAL	3	4	6	4	17	
Total Building Trades					35	6
NURSES TRAINING	11	4	12	6	33	6
RADIO AND T.V. TRADES	1	7	7	3	18	3
SCIENCE	19	14	24	15	72	
MUSIC	15	7	16	6	44	
TEACHING	9	5	18	22	54	
Total Preprofessional					170	30
AGRICULTURE	5	7	11	8	31	5
TOTAL RESPONSE					568	100
NO ANSWER	0	1	0	4	5	

Very few vocational areas or other courses were listed by the students of Sunflower High School. Those lisited by one student each were art. business. engineering. ministerial. photography, and brick-laying. Four students each listed home economics. Table XI presents data showing the number of students in each grade of the Sunflower High School who indicated an interest in each of the courses listed on the questionnaire. Almost one-fourth of the students indicated an interest in the preprofessional areas.

Table XI

SUNFLOWER HIGH SCHOOL STUDENT COURSE PREFERENCES

	Number by Grade in High School				Total	
College Courses Listed	9th	10th	11th	12th	No.	Percent
SALESMANSHIP	0	0	0	0	0	
SECRETARIAL	5	2	7	2	16	
ACCOUNTING	0	0	0	3	3	
Total Business					19	17
AUTO MECHANICS	2	6	0	4	12	
TRACTOR MAINTENANCE	0	4	0	3	7	
Total Automotive Technology					19	17
ELECTRONICS	1	1	0	2	4	
DRAFTING	0	1	0	1	2	
ELECTRICITY	0	3	0	2	5	
Total Engineering Technology					11	10
MACHINE LATHE	0	3	0	2	5	
WELDING	0	6	0	2	8	
Total Metals Technology					13	12
CARPENTRY	1	1	0	2	4	
SHEET METAL	0	1	0	2	3	
Total Building Trades					7	6
NURSES TRAINING	1	0	1	3	5	5
RADIO AND T.V. TRADES	2	1	0	2	5	5
SCIENCE	4	1	0	2	7	
MUSIC	2	1	2	1	6	
TEACHING	6	0	3	3	12	
Total Preprofessional					25	23
AGRICULTURE	1	2	0	2	5	5
TOTAL RESPONSE					109	100
NO ANSWER	1	0	1	3	5	

Scottsbluff High School students wrote in more courses than any other group with sixty additional areas or courses being indicated. Table XII lists the areas mentioned and the frequency each was marked on the questionnaire.

Table XII

COURSE OR VOCATIONAL LISTINGS BY SCOTTSBLUFF STUDENTS

Course or Vocation	Frequency	Course or Vocation	Frequency
Medicine	11	Cosmetology	1
Mathematics	11	Interior Decorating	1
Law	10	I.B.M. Operation	1
Beautician	8	Public Relations	1
Art	7	Jewelry	1
Stewardess	7	Astronomy	1
Journalism	5	Veterinarian	1
Home Economics	4	Sign Painting	1
Forestry	4	Cabinet Making	1
Psychology	3	Architectural Drafting	1
Engineering	3	Dental Assistant	1
Philosophy	3	Theology	1
Detective	3	Evangelism	1
Commercial Art	2	Hotel & Restaurant Mgt.	1
Foreign Service	2	Laboratory Technician	1
Social Work	2	Poetry	1
Languages	2	Clerking	1
Dramatics	2	Pilot	1
Pharmacy	2	Insurance Investigation	1
Photography	2	Dentist	1
Coaching	2	Piano Tuner	1
Airplane mechanic	2	Medical Technologist	1
Political Science	2	Psychiatrist	1
Armed Services	2	Model	1
Truck Driver	2	Government Work	1
Reporter	2	Television	1
Wildlife Management	2	Aeronautics	1
Policeman	2	Pathology	1
Grocery Clerk	2	Automobile Designing	1
Religious Education	1	Dancing	1

In a number of instances, the areas written in could be combined with others either listed on the questionnaire or those listed above. A review of the listing indicates that 142 students felt that their particular interest was not covered by the courses mentioned in the questionnaire.

The 1973 responses made by students of Scottsbluff High School represents nearly one-third of the total responses to the courses listed on the questionnaire. An examination of the data presented in Table XIII reveals that 52 percent of the responses were in the business and pre-professional course areas. Slightly more than one-fourth, 27 percent, of the responses were recorded in the trades type courses included in automotive technology, metals technology, building trades, and radio and T.V. trades.

Table XIII

SCOTTSBLUFF HIGH SCHOOL STUDENT COURSE PREFERENCES

College Courses Listed	Number by Grade in High School 9th	10th	11th	12th	Total No.	Percent
SALESMANSHIP	22	20	34	32	108	
SECRETARIAL	52	64	75	43	234	
ACCOUNTING	29	23	37	42	132	
Total Business					474	24
AUTO MECHANICS	51	32	49	42	174	
TRACTOR MAINTENANCE	17	6	9	10	42	
Total Automotive Technology					216	11
ELECTRONICS	17	22	30	26	95	
DRAFTING	12	14	10	15	51	
ELECTRICITY	18	20	30	28	96	
Total Engineering Technology					242	12
MACHINE LATHE	4	5	3	14	26	
WELDING	22	18	26	32	98	
Total Metals Technology					124	7
CARPENTRY	27	8	12	15	62	
SHEET METAL	12	6	14	11	43	
Total Building Trades					105	5
NURSES TRAINING	24	35	38	17	114	6
RADIO AND T.V. TRADES	18	19	19	28	84	4
SCIENCE	33	59	55	49	196	
MUSIC	27	35	48	32	142	
TEACHING	49	57	61	51	218	
Total Preprofessional					556	28
AGRICULTURE	30	10	9	9	58	3
TOTAL RESPONSE					1973	100
NO ANSWER	10	10	7	15	42	

Although the Gering High School students did not write in as many additional course areas as did those at Scottsbluff High School, five of the courses most ferquently checked were in the top ten of those indicated by the Scottsbluff students. These course areas were engineering, mathematics, stewardess, medicine, and beautician. The areas indicated are tabulated in Table XIV.

Table XIV

COURSE OR VOCATIONAL LISTINGS BY GERING STUDENTS

Course or Vocation	Frequency	Course or Vocation	Frequency
Engineering	9	Fashion Designing	1
Mathematics	8	Social Welfare	1
Stewardess	8	Ministry	1
Geology	5	Civics	1
Medicine	5	Bible	1
Beautician	5	Botany	1
Business	2	Zoology	1
Physical Therapy	2	Armed Services	1
Interior Decorator	2	Civil Service	1
Forestry	2	Speech	1
Missionary	2	Architect	1
Home Economics	2	Languages	1
Medical Technician	2	Machinist	1
X-Ray Technician	1	Child Care	1
T.V. Acting	1	Psychology	1
Law	1	Photography	1
History	1	Art	1
Dramatics	1		

Twenty-eight percent of the Gering High School students checked the preprofessional course areas on the questionnaire and 19 percent of the responses were listed for business. Seventy percent of the total responses from Gering students were in courses or vocational areas in which course work is currently offered by Scottsbluff College. Table XV is a tabulation of the data obtained on Gering student questionnaires.

Table XV

GERING HIGH SCHOOL STUDENT COURSE PREFERENCES

College Courses Listed	Number by Grade in High School				Total	
	9th	10th	11th	12th	No.	Percent
SALESMANSHIP	7	6	8	10	31	
SECRETARIAL	26	34	26	28	114	
ACCOUNTING	7	14	16	18	55	
Total Business					200	19
AUTO MECHANICS	15	31	27	19	92	
TRACTOR MAINTENANCE	7	15	5	4	31	
Total Automotive Technology					123	11
ELECTRONICS	14	15	23	8	60	
DRAFTING	11	14	17	10	52	
ELECTRICITY	9	13	11	9	42	
Total Engineering Technology					154	14
MACHINE LATHE	2	8	11	7	28	
WELDING	9	22	20	21	72	
Total Metals Technology					100	11
CARPENTRY	7	6	7	3	23	
SHEET METAL	0	7	9	10	26	
Total Building Trades					49	4
NURSES TRAINING	24	15	11	9	59	5
RADIO AND T.V. TRADES	7	14	18	11	50	4
SCIENCE	16	33	38	22	109	
MUSIC	23	27	23	12	85	
TEACHING	32	20	21	31	104	
Total Preprofessional					298	28
AGRICULTURE	9	18	9	10	46	4
TOTAL RESPONSE					1079	100
NO ANSWER	4	3	10	7	24	

Very few additional courses were listed by the students of the Banner County High School. Each course was listed by the number shown in parenthesis as follows: mathematics (4), history (3), English (2), and Bible (2). Dentistry, social studies, civil engineering, and diesel mechanic were listed by only one student each.

Fifty percent of the responses received on the questionnaires from the students at Banner County High School were in the course areas currently offered at the college. Table XVI presents the tabulations for the courses listed on the questionnaire.

Table XVI

BANNER COUNTY HIGH SCHOOL STUDENT COURSE

PREFERENCES

College Courses Listed	Number by Grade in High School				Total	
	9th	10th	11th	12th	No.	Percent
SALESMANSHIP	0	0	0	1	1	
SECRETARIAL	9	8	3	2	21	
ACCOUNTING	2	1	3	2	8	
Total Business					33	17
AUTO MECHANICS	7	5	6	5	23	
TRACTOR MAINTENANCE	4	3	4	3	14	
Total Automotive Technology					37	20
ELECTRONICS	1	2	2	0	5	
DRAFTING	2	1	1	0	4	
ELECTRICITY	1	2	2	0	5	
Total Engineering Technology					14	7
MACHINE LATHE	0	3	3	2	8	
WELDING	4	4	4	7	19	
Total Metals Technology					27	14
CARPENTRY	2	0	3	1	6	
SHEET METAL	1	0	2	2	5	
Total Building Trades					11	6
NURSES TRAINING	4	3	1	1	9	5
RADIO AND T.V. TRADES	2	2	1	0	5	3
SCIENCE	6	5	3	0	14	
MUSIC	6	3	0	0	9	
TEACHING	3	5	2	2	12	
Total Preprofessional					35	18
AGRICULTURE	3	5	5	6	19	10
TOTAL RESPONSE					190	100
NO ANSWER	0	1	0	0	1	

Melbeta High School students only listed six additional occupational areas on the questionnaires. Languages, interior decorating, florist, beautician, chemist, and medical technology were each listed once. Thirty-four percent of the responses were marked for teaching and secretarial out of the 74 percent who checked the areas covered by present college courses. The data supplied by Melbeta High School are presented in Table XVII.

Table XVII

MELBETA HIGH SCHOOL STUDENT COURSE PREFERENCES

College Courses Listed	Number by Grade in High School				Total	
	9th	10th	11th	12th	No.	Percent
SALESMANSHIP	0	1	0	4	5	
SECRETARIAL	5	2	2	8	17	
ACCOUNTING	0	1	4	1	6	
Total Business					28	31
AUTO MECHANICS	1	0	2	1	4	
TRACTOR MAINTENANCE	1	0	1	2	4	
Total Automotive Technology					8	9
ELECTRONICS	2	0	1	2	5	
DRAFTING	0	0	0	1	1	
ELECTRICITY	1	0	1	2	4	
Total Engineering Technology					10	10
MACHINE LATHE	0	0	0	0	0	
WELDING	1	0	1	1	3	
Total Metals Technology					3	3
CARPENTRY	0	0	0	1	1	
SHEET METAL	0	0	0	0	0	
Total Building Trades					1	1
NURSES TRAINING	2	2	1	3	8	9
RADIO AND T.V. TRADES	1	0	1	1	3	3
SCIENCE	1	1	0	1	3	
MUSIC	3	0	2	3	8	
TEACHING	3	4	1	6	14	
Total Preprofessional					25	28
AGRICULTURE	1	1	1	2	5	6
TOTAL RESPONSE					91	100
NO ANSWER	0	0	0	1	1	

Broadwater High School students did not list any additional courses on the questionnaires they completed. Fifty-four percent of the responses to the questionnaire listed courses in the trades and technology fields. The data received from Broadwater are tabulated in Table XVIII.

Table XVIII

BROADWATER HIGH SCHOOL STUDENT COURSE PREFERENCES

	Number by Grade in High School				Total	
College Courses Listed	9th	10th	11th	12th	No.	Percent
SALESMANSHIP	0	0	0	0	0	
SECRETARIAL	1	0	2	0	3	
ACCOUNTING	0	0	0	1	1	
Total Business					4	7
AUTO MECHANICS	2	1	0	3	6	
TRACTOR MAINTENANCE	1	0	1	3	5	
Total Automotive Technology					11	20
ELECTRONICS	2	0	0	2	4	
DRAFTING	0	0	0	0	0	
ELECTRICITY	0	0	0	2	2	
Total Engineering Technology					6	11
MACHINE LATHE	0	0	0	1	1	
WELDING	0	0	1	4	5	
Total Metals Technology					6	11
CARPENTRY	0	0	0	2	2	
SHEET METAL	0	0	1	3	4	
Total Building Trades					6	11
NURSES TRAINING	5	1	0	2	8	14
RADIO AND T.V. TRADES	0	0	0	1	1	1
SCIENCE	1	0	0	1	2	
MUSIC	2	0	1	0	3	
TEACHING	0	0	1	3	4	
Total Preprofessional					9	16
AGRICULTURE	1	0	1	3	5	9
TOTAL RESPONSE					56	100
NO ANSWER	0	2	0	0	2	

The smallest number of responses to the questionnaire received from any school was received from the students at McGrew High School. Fifty-one percent of the 47 responses were in course areas currently offered through the college curriculum. In addition three other course areas were each lasted by one student each: mathematics, history, and law. Table XIX presents the tabulation of the responses from McGrew High School.

Table XIX

McGREW HIGH SCHOOL STUDENT COURSE PREFERENCES

	Number by Grade in High School				Total	
College Courses Listed	9th	10th	11th	12th	No.	Percent
SALESMANSHIP	1	0	0	0	1	
SECRETARIAL	4	2	1	0	7	
ACCOUNTING	0	1	0	0	1	
Total Business					9	19
AUTO MECHANICS	1	3	0	1	5	
TRACTOR MAINTENANCE	0	1	0	1	2	
Total Automotive Technology					7	15
ELECTRONICS	0	0	1	1	2	
DRAFTING	0	2	1	0	3	
ELECTRICITY	0	0	0	1	1	
Total Engineering Technology					6	13
MACHINE LATHE	0	0	1	0	1	
WELDING	0	2	1	1	4	
Total Metals Technology					5	11
CARPENTRY	0	1	0	0	1	
SHEET METAL	0	0	1	0	1	
Total Building Trades					2	4
NURSES TRAINING	0	0	1	0	1	2
RADIO AND T.V. TRADES	1	1	0	1	3	6
SCIENCE	0	0	1	2	3	
MUSIC	0	0	0	0	0	
TEACHING	1	1	1	3	6	
Total Preprofessional					9	19
AGRICULTURE	1	1	2	1	5	11
TOTAL RESPONSE					47	100
NO ANSWER	0	0	0	0	0	

Thirty-eight students of the Bridgeport High School listed additional course areas on the questionnaires. The twenty vocational fields or course areas are tabulated in Table XX.

Table XX

COURSE OR VOCATIONAL LISTINGS BY BRIDGEPORT STUDENTS

Course or Vocation	Frequency	Course or Vocation	Frequency
Stewardess	5	Mathematics	1
Physical Education	5	Photography	1
Art	3	Ministry	1
Home Economics	3	Beautician	1
Business	3	Dairying	1
Engineering	2	Animal Husbandry	1
Physics	2	Medical Technology	1
Dramatics	2	I.B.M.	1
Medicine	2	Ranching	1
Auctioneer	1	Interior Decorating	1

The five areas receiving the greatest response from the Bridgeport High School students were secretarial. auto mechanics. electronics. teaching. and science. These five areas counted for forty-six percent of the total response on the questionnaires from Bridgeport. The preprofessional and business areas received a total of 190 checkmarks which represents 41 percent of the total. Table XXI presents the tabulation of these data.

Table XXI

BRIDGEPORT HIGH SCHOOL STUDENT COURSE PREFERENCES

	Number by Grade in High School				Total	
College Courses Listed	9th	10th	11th	12th	No.	Percent
SALESMANSHIP	5	0	0	2	7	
SECRETARIAL	8	18	14	12	52	
ACCOUNTING	6	4	2	7	19	
Total Business					78	17
AUTO MECHANICS	16	10	13	9	48	
TRACTOR MAINTENANCE	5	4	4	3	16	
Total Automotive Technology					64	14
ELECTRONICS	6	6	13	9	48	
DRAFTING	7	1	2	6	16	
ELECTRICITY	4	5	10	3	22	
Total Engineering Technology					70	15
MACHINE LATHE	4	2	0	2	8	
WELDING	11	5	6	5	27	
Total Metals Technology					35	8
CARPENTRY	6	1	1	0	8	
SHEET METAL	6	0	0	0	6	
Total Building Trades					14	3
NURSES TRAINING	9	9	9	9	36	8
RADIO AND T.V. TRADES	5	7	8	9	29	6
SCIENCE	9	10	12	11	42	
MUSIC	7	6	4	8	25	
TEACHING	14	14	12	5	45	
Total Preprofessional					112	24
AGRICULTURE	8	3	9	7	27	5
TOTAL RESPONSE					465	100
NO ANSWER	1	5	3	0	9	

Only four courses were listed more than once in the space provided for other listings by students of Bayard High School. By number of times listed these courses were: beautician (8), medicine (3), minister (2), and mathematics (2). Ranching, dancing, history, social work, barber, law, stewardess, home economics, business, armed services, and English were each mentioned only once.

The tabulation of the completed questionnaires indicated that the five course areas receiving the greatest response were: teaching, secretarial, auto mechanics, science, and music. Table XXII presents the data tabulation for Bayard High School.

Table XXII

BAYARD HIGH SCHOOL STUDENT COURSE PREFERENCES

	Number by Grade in High School				Total	
College Courses Listed	9th	10th	11th	12th	No.	Percent
SALESMANSHIP	1	2	1	1	5	
SECRETARIAL	14	10	11	11	46	
ACCOUNTING	2	3	3	6	14	
Total Business					65	16
AUTO MECHANICS	9	11	10	11	41	
TRACTOR MAINTENANCE	6	4	6	8	24	
Total Automotive Technology					65	16
ELECTRONICS	3	7	6	5	21	
DRAFTING	3	6	1	1	11	
ELECTRICITY	3	3	3	5	14	
Total Engineering Technology					46	11
MACHINE LATHE	1	2	4	3	10	
WELDING	7	5	7	4	23	
Total Metals Technology					33	8
CARPENTRY	2	4	1	0	7	
SHEET METAL	0	1	3	0	4	
Total Building Trades					11	3
NURSES TRAINING	10	9	5	3	27	7
RADIO AND T.V. TRADES	2	6	3	3	14	3
SCIENCE	7	17	7	9	40	
MUSIC	8	13	3	7	31	
TEACHING	18	15	10	10	53	
Total Preprofessional					124	30
AGRICULTURE	9	9	3	5	26	6
TOTAL RESPONSE					411	100
NO ANSWER	5	4	5	10	24	

The students at Minatare High School listed an additional eleven vocational areas on the questionnaires. Each course was listed by the number shown in parenthesis as follows: stewardess (3), home economics (3), and pilot (2). Business, model, aeronautical engineer, English, law, mathematics, art, and pharmacy were each mentioned only once.

Secretarial, auto mechanics and teaching received the greatest number of responses in the tabulation of the questionnaires of the Minatare High School students. The breakdown of responses is tabulated in Table XXIII.

Table XXIII

MINATARE HIGH SCHOOL STUDENT COURSE PREFERENCES

	Number by Grade in High School				Total	
College Courses Listed	9th	10th	11th	12th	No.	Percent
SALESMANSHIP	1	1	1	4	7	
SECRETARIAL	9	9	7	10	35	
ACCOUNTING	0	3	3	8	14	
Total Business					56	21
AUTO MECHANICS	6	8	12	8	34	
TRACTOR MAINTENANCE	1	5	2	2	10	
Total Automotive Technology					44	16
ELECTRONICS	3	4	1	9	17	
DRAFTING	1	1	1	2	5	
ELECTRICITY	3	1	4	2	10	
Total Engineering Technology					32	12
MACHINE LATHE	1	1	2	1	5	
WELDING	4	2	7	6	19	
Total Metals Technology					24	9
CARPENTRY	3	3	3	0	9	
SHEET METAL	3	2	4	3	12	
Total Building Trades					21	8
NURSES TRAINING	4	6	0	4	14	5
RADIO AND T.V. TRADES	1	0	4	1	6	2
SCIENCE	5	4	5	9	23	
MUSIC	4	4	2	1	11	
TEACHING	7	10	6	10	33	
Total Preprofessional					67	24
AGRICULTURE	2	1	3	2	8	3
TOTAL RESPONSE					272	100
NO ANSWER	7	2	1	2	12	

The last of the high schools surveyed was Oshkosh High School where the students listed seventeen additional course areas on the completed questionnaires. The additional listings are tabulated in Table XXIV.

Table XXIV

COURSE OR VOCATIONAL LISTINGS BY OSHKOSH STUDENTS

Course or Vocation	Frequency	Course or Vocation	Frequency
Beautician	10	Chemist	1
Engineering	5	Lawyer	1
Coaching	2	Geologist	1
Stewardess	1	Laboratory Technician	1
Optometrist	1	Home Economics	1
Dress Designer	1	Psychiatrist	1
Medicine	1	Forestry	1
Veterinarian	1	Interior Decorator	1
Dentist	1		

Table XXV presents the tabulation of the data received from the completed questionnaires of the Oshkosh High School students. The five areas checked most frequently were auto mechanics, secretarial, welding, teaching, and science. These five areas accounted for 47 percent of the total response indicated.

Table XXV

OSHKOSH HIGH SCHOOL STUDENT COURSE PREFERENCES

	Number by Grade in High School				Total	
College Courses Listed	9th	10th	11th	12th	No.	Percent
SALESMANSHIP	1	1	0	1	3	
SECRETARIAL	10	6	13	5	34	
ACCOUNTING	1	1	2	1	5	
Total Business					42	12
AUTO MECHANICS	19	11	4	3	37	
TRACTOR MAINTENANCE	5	6	4	1	16	
Total Automotive Technology					53	15
ELECTRONICS	8	8	2	6	24	
DRAFTING	2	2	2	1	7	
ELECTRICITY	10	6	1	5	22	
Total Engineerng Technology					53	15
MACHINE LATHE	2	7	4	2	15	
WELDING	15	11	4	4	34	
Total Metals Technology					49	13
CARPENTRY	3	2	0	2	7	
SHEET METAL	5	3	2	3	13	
Total Building Trades					20	6
NURSES TRAINING	11	2	6	5	24	7
RADIO AND T.V. TRADES	5	4	2	3	14	4
SCIENCE	12	7	3	6	28	
MUSIC	8	6	4	1	19	
TEACHING	12	7	7	8	34	
Total Preprofessional					81	23
AGRICULTURE	8	3	8	0	19	5
TOTAL RESPONSE					355	100
NO ANSWER	1	0	0	1	2	

Plans of Youth for College Attendance

Each student who completed a questionnaire was asked to respond to two additional questions concerning his or her plans to attend college upon completion of high school. The two questions asked were: (1) Do you plan on attending college anywhere?, and (2) Do you plan on attending Scottsbluff College? Following each question provision was made for checking one of three responses: yes, no, or undecided. The compilation of responses is presented in Table XXVI.

Table XXVI

COLLEGE ATTENDANCE PLANS

Questions	High Schools																
	Minatare	Harrisburg	Oshkosh	Broadwater	Bayard	Bridgeport	McGrew	Melbeta	Sunflower	Lyman	Morrill	Gering	Mitchell	Scottsbluff	Totals	Percentages
Do you plan to attend college anywhere?																
Yes	57	29	91	7	83	94	12	18	17	32	72	231	108	481	1332	53
No	16	9	12	5	28	18	2	6	5	13	14	64	15	133	340	13
Undecided	42	23	34	14	73	79	7	15	22	41	56	106	71	202	785	31
No Answer	6	1	4	1	10	6	0	1	1	1	8	5	6	30	80	3
Do you plan to attend Scottsbluff College?																
Yes	7	3	3	0	12	1	0	5	6	2	7	30	7	112	195	8
No	43	24	74	10	77	84	9	13	12	30	44	179	68	338	1002	39
Undecided	56	29	53	17	85	95	12	22	26	48	96	178	118	349	1184	47
No Answer	15	6	11	0	20	17	0	0	1	7	3	19	10	47	156	6

An examination of Table XXVI would indicate that Scottsbluff College could only expect to attract about 8 percent of the college-bound youth from the fourteen high schools surveyed. This indication indicates a need for further study to determine the reasons for the apparent negative attitude toward attending the junior college evidenced during the 1959-1960 academic year.

The enrollment statistics for the entering freshmen in September 1960 and September 1961 were reviewed to see what the actual enrollments had been from these high schools in two years following the gathering of the information. According to the questionnaires, Scottsbluff College would only have 195 students entering from the fourteen high schools in the four year period following the submission of the questionnaires. The records reveal that 301 students have enrolled from these schools in the first two years of this four year period. If this enrollment trend should continue at the same level for the next two years, the total would approximate 30 percent of the graduates rather than 8 percent.

If only those students attended who listed that they planned to attend college, then it would appear that Scottsbluff College is attracting

approximately 50 percent of the youth going on to college. If, on the other hand. those listing themselves as undecided did enroll as well as all those who stated that they planned to go to college Scottsbluff College has attracted approximately 30 percent of the high school graduates from the surveyed high schools the past two years.

It is unlikely that all of either of the two groups, those stating that they planned to go to college and those listing themselves as undecided. did attend college during the past two years. Thus it is evident that the plans for college attendance section of the questionnaire cannot be used as a guide for forecasting potential enrollments.

Table XXVII presents the total number who stated that they planned to attend Scottsbluff College during the four year period and those who would have started in the September 1960 and September 1961 freshmen classes. In addition. the actual enrollments for the two freshmen classes from the surveyed schools are included.

Table XXVII

REPORTED AND ACTUAL ENROLLMENTS AT SCOTTSBLUFF COLLEGE

School	Plan to Attend SC			Actual Enrollments	
	1960	1961	1960-63	1960	1961
Minatare	0	2	7	3	9
Banner County	1	0	3	4	2
Oshkosh	3	0	3	0	1
Broadwater	0	0	0	1	1
Bayard	3	3	12	12	12
Bridgeport	0	1	1	0	3
McGrew	0	0	0	0	1
Melbeta	4	0	5	3	2
Sunflower	2	3	6	4	6
Lyman	1	0	2	2	2
Morrill	3	1	7	11	9
Gering	8	6	30	23	29
Mitchell	3	1	7	11	9
Scottsbluff	30	31	112	77	74

The total response to the courses listed on the questionnaire is tabulated in Table XXVIII. This compilation indicates that the five courses checked most frequently were secretarial, teaching, science, auto mechanics, and welding.

Table XXVIII

HIGH SCHOOL STUDENT COURSE PREFERENCE TOTALS

College Courses Listed	Total Number	Percent
SALESMANSHIP	193	3
SECRETARIAL	701	11
ACCOUNTING	305	5
Total Business	1199	19
AUTO MECHANICS	589	10
TRACTOR MAINTENANCE	241	4
Total Automotive Technology	830	14
ELECTRONICS	344	6
DRAFTING	180	3
ELECTRICITY	267	4
Total Engineering Technology	791	13
MACHINE LATHE	130	2
WELDING	401	6
Total Metals Technology	531	8
CARPENTRY	170	3
SHEET METAL	113	2
Total Building Trades	283	5
NURSES TRAINING	373	6
RADIO AND T.V. TRADES	257	4
SCIENCE	579	9
MUSIC	407	7
TEACHING	639	10
Total Preprofessional	1625	26
AGRICULTURE	293	5
TOTAL RESPONSE	6182	100
NO ANSWER	147	

Summary and Conclusions

Te be most effective. a junior college should provide training which will assist its students in equipping themselves to meet their needs. both present and future. To this end the junior college should assist the students in the acquiring of general knowledge and specific subject matter and aid them in the development of certain skills. In order to accomplish this task. the junior college faculty and staff must be aware of the needs and desires of the communities which the college seeks to serve. The present survey has been one step toward a fuller recognition of the expressed needs of employers and youth in the college community.

The survey has revealed clues for further action and study in the improvement and expansion of the curriculum. For example. the data gathered show a reluctance on the part of high school students to state that they are considering attending Scottsbluff College. As a result of this indication. a survey is already in the development stage to follow-up recent graduates of the college to find out (1) the reasons why they attended the college. and (2) their criticism of the junior college and its program. It is hoped that this study may be of value in interpreting the image of the junior college to future high school graduates.

Since the three areas receiving the greatest frequency of response from the high school students were in areas already included in the curriculum of the college, it would appear that these expressed needs for college-bound youth are being met. In addition. 64 percent of the employers surveyed indicated that a general college program was sufficient for their employees.

In order to more adequately meet the expressed interest of both employers and the high school students. it would seem that consideration should be given to providing course work in at least one vocational field. auto mechanics. Twenty-three of the seventy-five employers contacted listed auto mechanics as one of the most valuable vocational courses for their employees and 589 high school students indicated an interest in such courses. Nearly every employer contacted who was in the automobile business expressed concern over the lack of trained mechanics. In view of the interest on the part of both employers and high school students. it would appear that this is one vocational area worthy of consideration for any future expansion of the college curriculum into vocational areas.

Although the college has been offering a course in welding. the fact that 401 high school students indicated an interest in the course area. as well as thirty-six employers and sixteen of the farmers who responded to the questionnaire. consideration should be given to the possibility of expanding the welding program of the college.

A third possibility in the vocational area that should be examined would be the combined area of electronics. electricity. and radio and television technology. These three related areas had a total student response of 868. which is more than any other area. Since it appears likely that a great many of our future work-saving machines and devices will

involve these fields, study should be given to possible course offerings in these areas. The space requirements of a program in these fields would be considerably less than would be required for the initiation of a program in auto mechanics.

It is recommended that the college be requested to explore the possibilities of offering course work in the above mentioned vocational areas. Consideration should be given to space and equipment requirements, availability of instructors, and budgetary requirements.

In summary, it would appear that the college credit program is adequately meeting the needs of students interested in a general college or preprofessional program. Two possible areas for additional courses would be: (1) the addition of a course in salesmanship to the business curriculum, and (2) consideration of expanding the course offerings in drafting and art.

The vocational areas are not being met in the college community and consideration should be given to the addition of new programs to meet the needs and interests of employers and potential students. The three areas that appear to be suggested for further study are those of: (1) auto mechanics, (2) welding, and (3) the combined areas of electricity, electronics, and radio and television technology.